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mitted to maintain entirely at their own expense any sort of school or educational enterprise for their own children provided it be not dedicated to any antisocial purpose. But those public institutions which exist for the purpose of serving society in perfectly definite ways should consciously select the means best adapted to the realization of that purpose.

"Obviously there is grave need for the adoption of an intelligent program of educational selection and guidance. We must conduct a perpetual survey of social activities and needs in order to discover the special types of ability and training required. We must also be in continual search for these special and superior types of ability among those of the coming generation. We must literally comb the elementary school for every scrap of superior talent to be found within its population, and then, utterly regardless of such extraneous considerations as accidents of birth, see to it that this talent receives the finest training that the richest society in human history can provide. It is only because society is just becoming conscious of itself that it has in the past neglected its richest resource, the abilities of all its members, and has utilized talent only as it has appeared in certain respectable quarters or has forced its way to recognition.

"And finally, along with this special training, must go the inculcation of powerful social ideals and the development of feelings of social obligation. Deficiency here must be regarded as sufficient cause for the cancelling of superior educational opportunities. In other words, it must be considered at least as serious as failure in first-year algebra is regarded among us to-day. There must be no place in the higher education for individuals who look upon that education as a right to which they are entitled. Under such conditions, and only under such conditions, can our higher schools render the largest possible service to the society that creates them and which they exist to serve.

GEORGE S. COUNTS, in *School and Society*.

FACULTY AND STUDENT SCHOLARSHIP.—"It seems no unwarranted assumption to suppose that members of college faculties generally still believe in the cultivation of scholarship as their chief aim. They appreciate,—at least most of them do,—that they are doing most for the final good of their undergraduates if they are developing in them sound and well-trained intellects. Many a college professor

is convinced that the undergraduate who excels in the tasks which he assigns day by day through four years has the largest likelihood of proving his pre-eminence in the duties of later life. Every study of the distinguished alumni of college or university points forcibly to that conclusion. Many attempts have been made to prove that it is distinction in the extra-curriculum affairs, the so-called "activities," which leads to distinction in the man's more serious subsequent undertakings, but such attempts have led to no confident conclusion and no announced findings. Yet one has been permitted to read within a half-dozen years many articles made up of sound statistical evidence in support of the argument that high scholarship in college makes for high success in life.

"To such abundant evidence of the close connection between scholarship in college and success in life, the ears of the undergraduate are peculiarly deaf. Within three months a distinguished college president remarked in a semi-public address that the worst thing about it is that the loafer in college does succeed in later life. That statement will be quite sure to gain a contented hearing from many a college idler, while, statistically, it is grossly untrue. After all their attempts to prove it, the devotees of 'college life' have been able to produce no general evidence, only at most an isolated case here and there. Winning games in college has yet to be shown to have any close correlation with the winning of success in life.

"While the great numbers in the colleges of to-day establish the increased desire of the multitude to gain a college degree, the young people do not come prompted by any new eagerness for study. They have had no favorable opportunity to develop an appreciation of the value of scholarship. Unless we can give them that appreciation, we shall have failed in one of our most important tasks. The apologetic attitude which many a college teacher shows toward his own classroom requirements may well give way and in its place appear a spirit of bold championship of scholarship. With the voice of a truthful and confident prophet, he may well proclaim the everlasting promise of high success in life for the scholarly, and of failure for the un-scholarly.

"Granted that success in life, as ordinarily measured, is not the goal of the worthiest ambition, granted that the colleges should concern themselves with the fostering of the highest and best in human culture, it is nevertheless true that superior diligence and aptitude

for knowledge lead to both the better and the best and are worthy of encouragement for practical as well as ideal reasons.

"The undergraduate whose attention is demanded by countless campus activities needs and has a right to be taught that it is in the classroom and not on the athletic field that his progress towards the things which he will value most is measured. History gives abundant and striking evidence of this truth. It is time that such evidence be made to accompany football scores and baseball schedules in the thoughts of our undergraduates, and the task is ours.

F. C. FERRY, in *Proceedings, Association of American Colleges*.

THE PUZZLED PROFESSOR.—"Continually and without end, we who teach the youth of the land, are exhorted to do research, and more research. Research is 'needed,' we are told. And I ask, 'Whither away?' Which road am I to follow? Shall I continue to devote all my energies to teaching and so help hundreds of students to appreciate some of the wonders of Creation, or shall I devote hours, days, months and even years perhaps, to learn something further about alphaphenylnaphthalene dicarboxylic anhydride, a substance with which I was once acquainted, and let my students shift mainly for themselves? It is certain that I cannot do both. And I have chosen to follow the road that leads me to the minds of my students, who are flesh and blood, and have left for others who choose to take it, the road to molecules of matter. Both roads are delightful to travel and one must choose for himself.

"In making the choice that I have, I feel sure that I place myself in a position where I must be on the defensive. For it seems to be the universal opinion that college men should be doing research in order to 'keep alive' in their teaching. We have this continually dinned into our ears, and we who teach the natural sciences are to understand that unless we are adding some jot to the world's knowledge of itself in a material sense we are on the road to degeneracy in teaching. I believe that those who maintain that teachers *must* do research in order to be really first class in their profession are in a position which is not at all tenable. Many college teachers I have known have much to learn about teaching from secondary school teachers, who do no research. Teaching is a fine art, and is absorbing in itself. It does not require outside stimulation from research. And too, the problem that a man is working on, and the result that